

KentuckyHistoricalSociety

Soldiering as a Career: A Civic Duty?

Lesson plan author: Jonathan McClintock, Henry Clay High School

Intended grade level: 8th

Number of students: 25-30

Major content: U.S. History

Unit: Adaptable

Lesson length: 1 class period (50-55 minutes)

Context

- This lesson relates to broad goals of teaching students about the experiences of individuals serving in our military and on women's history; an emphasis is placed on teaching students how to use and analyze primary sources. The lesson uses a micro-history approach to exemplify broader historical and civic themes.
- Students do not have to have any prior historical knowledge of the time period, but lessons in civics on the rights, responsibilities, and duties of citizens would be helpful.
- Students may have difficulty with reading the primary sources in their original format, therefore transcriptions have been provided.
- The content of the lesson connects to what many students may be starting to consider-- their future careers. It also connects to simple notions of excitement, economic stability, and duty.

Learning Objective(s)

- Students will be able to understand the difference between rights, responsibilities, and duties.
- Students will be able to interpret and analyze several primary source documents.
- Students will be able to use their interpretations and analyses to complete a graphic organizer.
- Students will be able to use evidence from primary sources to make informed arguments.

Standards

SS-08-1.3.2

Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2. *This lesson focuses on the career of a woman who joined the military upon completion of nursing school, was discharged, re-enlisted after World War 1 began, and ended up as a career soldier. Students will examine the factors and consequences of career soldiering as a civic duty.*

SS-08-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3. *This lesson teaches students to utilize primary sources to explain behavior of people in history. Though the lesson is situated in a later time period in U.S. history, the skills taught can be applied to pre-Reconstruction history as well.*

SS-08-5.1.2

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3. *This lesson is designed to give students a multiplicity of primary source documents representing seemingly disparate events in the life of a U.S. citizen. Upon completion of this assignment, students will be able to use historical thinking skills and strategies to see the connections between those events and to understand how they shaped her personal history.*

CCSS.ELA-Literacy.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCSS.ELA-Literacy.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-Literacy.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

Resources, Media and Technology

- Included materials:
- Copies of primary source documents; copies of graphic organizer.
- Resources:
 - [MSS 118 Nena Shelton papers](#), Kentucky Historical Society archives; some of the primary sources are digitized and can be found at <http://history.ky.gov/research-genealogy/>
 - [Visual Thinking Strategies](http://vtshome.org/) (<http://vtshome.org/>)
 - [Reading Like a Historian](http://sheg.stanford.edu/) (<http://sheg.stanford.edu/>)
 - [Common Core State Standards Initiative](http://www.corestandards.org/ELA-Literacy/RH/6-8/) (<http://www.corestandards.org/ELA-Literacy/RH/6-8/>)
 - [Kentucky Department of Education/Every Child: Proficient and Prepared for Success](http://education.ky.gov/curriculum/docs/Pages/CCA-version-4.1.aspx) (<http://education.ky.gov/curriculum/docs/Pages/CCA-version-4.1.aspx>)

Instructions

Visual Thinking Strategies (VTS) and *Reading Like a Historian* (RLH) activities will meet diverse populations and will activate prior knowledge. A lesson extension will provide for students identified as gifted/talented and a wide range of primary sources will enable all students to achieve.

1. 2 minutes—Bell-ringer pop quiz on the difference between the rights, responsibilities and duties of US citizens. Without any discussion, give students a copy of the quiz and ask them to complete it based on what they already know, or think they know.
2. 5 minutes—Collect and discuss results by focusing on additional examples of the differences between rights, responsibilities, and duties, but segue into the relationship between them. As students begin to grasp the concept that duties are not obligatory, ask them to consider what could motivate someone to voluntarily perform a duty. Tell the students that they will be learning how historians use archives and historical ways of looking at and reading primary sources to learn about the past and to draw connections with the present. Finally tell them that they will be using the skills of historians in order to try figuring out what made a woman from Lexington, Kentucky decide to join the military, not once, but twice.
3. 15 minutes—VTS with Primary Sources 1 and 2 [see resources for more information on how to implement VTS]; the first as an example, the second as a class exercise.
4. 30 minutes—RLH in groups of teacher's choosing. [If students do not already know the differences between a primary and a secondary source, now would be an ideal time to briefly discuss them.] Distribute copies of Primary Sources 4-10 (or more if needed), one source per group. Note—the Primary Sources are not presented in chronological order. Distribute copies of the graphic organizer. Use RLH strategies to help students complete Primary Source 3 on their worksheet. Tell students to copy the questions from the PowerPoint to their worksheets, but to discuss and complete their answers in groups. Depending on class size, the teacher may want to use only a few of the documents; extras have been provided for block-scheduling classes. The teacher should use their own judgment when selecting primary sources to use; a variety has been selected based on ease of interpretation, from clear to complex.
- 5 minutes—Wrap-up discussion and exit slip; as a whole class, ask students to discuss the reasons why they think Nena Shelton joined the military. Ask them to find common threads, themes, or categories into which the documents can be placed. Finally, ask students to complete the following prompt on a slip of paper, or on their worksheets: "Write three arguments stating why citizens of the US choose to fulfill their civic duties."

Accommodations

G/T students may be asked to figure out the purchasing power of Nena Shelton's pay in 2014 dollars; online inflation calculators are useful.

Assessment Plan

Objective / Assessment Organizer

Objective Number	Type of Assessment	Description of Assessment	Adaptations/ Accommodations
1	Formative	Bell-ringer pop quiz	Extra time for students with IEP's
2	Formative	Teacher observation of VLT and RLH participation	Extra time for two students with IEP's Paraphrasing; prompting
3	Summative	HTS Chart Worksheet	Extra time for two students with IEP's Partial completion Paraphrasing; prompting
4	Summative	Exit Slip	Extra time for two students with IEP's

Primary Source 1



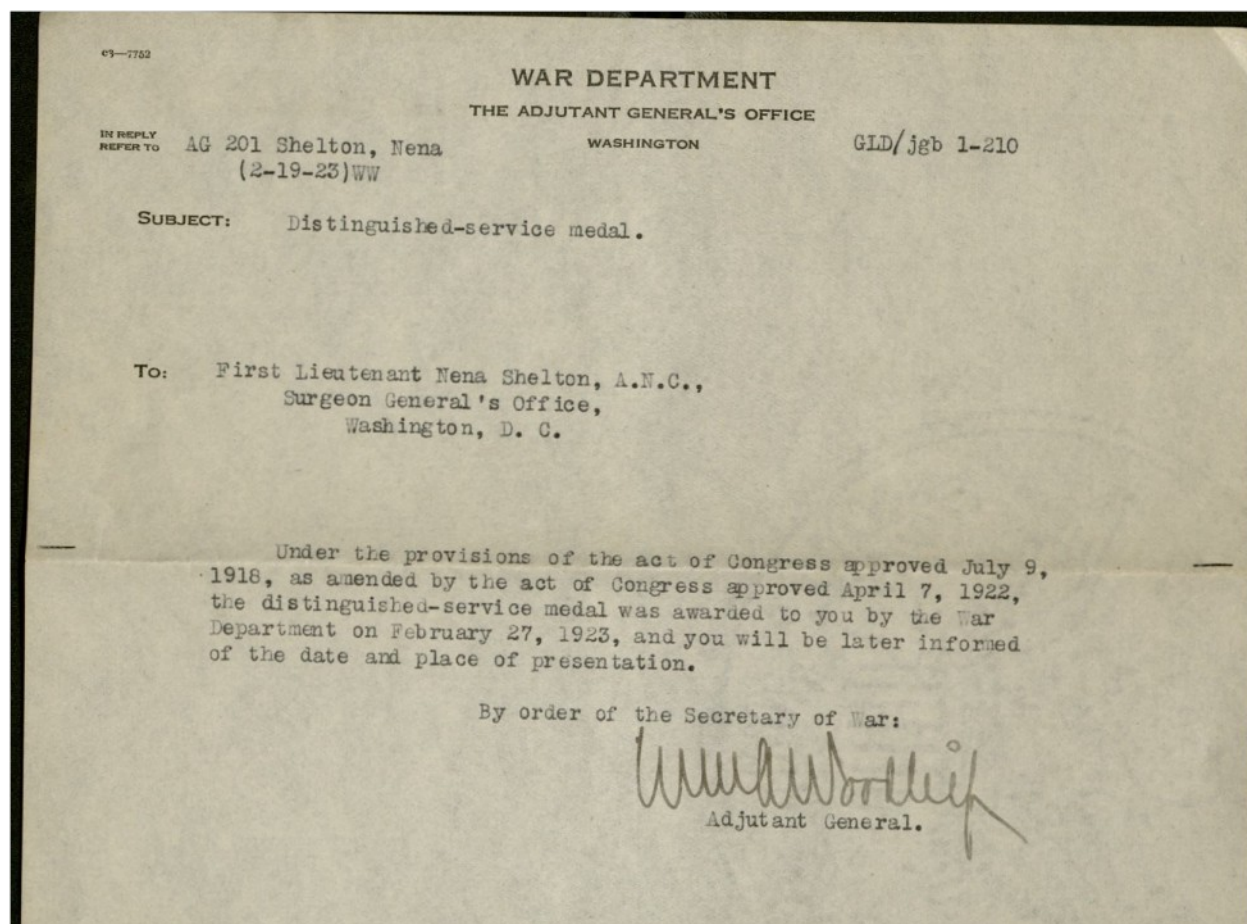


Primary Source 3



Kentucky Historical Society

Primary Source 4



Sec 2 pg 1
Lexington Herald
April 1, 1923

HONORED BY PERSHING
Lexington Girl Receives Distinguished Service Medal



MISS NENA SHELTON

Miss Nena Shelton, of Lexington, was one of five United States army nurses to receive the distinguished service medal from General Pershing, at Washington, March 20, for conspicuous service during the world war.

Miss Shelton has spent most of her vacations since her return from Europe visiting her aunt, Mrs. John Pilkington, on the Nicholasville pike.

She served 18 months overseas, first with Miss Bell, head of the army nurses' division, and then with Miss Stimson, who succeeded Miss Bell. Since her return to the United States she has been in the office of the surgeon general in Washington.



*The President and Mrs. Coolidge
request the pleasure of the company of*

Lieut. Shelton

at a reception to be held at

The White House

*Thursday evening, January the twenty-eighth
nineteen hundred and twenty-six
at nine o'clock*



Mrs. Coolidge

At Home

Thursday afternoon

May twenty-ninth

from half after four until half after six o'clock

Garden Party



*The President and Mrs. Hoover
request the pleasure of the company of
Lieut. Shelton
at a reception to be held at
The White House
Wednesday evening, February the eleventh
nineteen hundred and thirty-one
at nine-thirty o'clock*

Primary Source 7

Chief Nurse Pay.

On February 28, 1919, the Act of July 9, 1918, reorganizing the Army Nurse Corps was amended to provide that the pay of chief nurse, be \$ 360 per annum in addition to base pay as nurse, instead of \$ 120 per annum, as therein inadvertently authorized.

E-318

<u>SERVICE- NEMA SHELTON</u>		<u>Longevity-Dec.23, 1911.</u>
		<u>Serial No. N-700,027</u>
<u>1910</u>		
<u>Apr. 4</u>	Oath- Kansas City, Mo.	
<u>Apr. 7</u>	Rep't Letterman GH, San Fran,Cal.	
<u>1911</u>		
<u>May 13</u>	Left Letterman GH.	
<u>May 18</u>	Rep't Gen.Hosp. Ft. Bayard, New Mexico.	
<u>1912</u>		
<u>May 1</u>	Left Ft Bayard, N.M.	
<u>May 4</u>	Rep't Letterman GH, San Fran,Cal.	
<u>June 5-</u>	Left Letterman GH enroute to Manila on "Thomas."	
<u>July 1</u>	Rep't Division Hosp. Manila, P.I.	
<u>July 19</u>	Left Division Hosp. Manila, enroute to Pettit Hqs., Zamboango	
<u>July 25</u>	Rep't Pettit Hqs.	
<u>Oct. 31</u>	Leave without pay 35 days	
<u>Dec. 5</u>	To duty	
<u>1914</u>		
<u>Feb. 26</u>	Assigned to duty as Temp. Chief Nurse	
<u>Apr. 11</u>	Left Pettit Hqs.	
<u>Apr. 14</u>	Rep't at Dept. Hosp. Manila, P.I.	
<u>July 7</u>	Left Manila to proceed by Commercial Liner to San Fran,Cal.	
<u>Aug. 12</u>	Rep't at Letterman GH. (30 days travel-7 days leave) from C.Liner	
<u>1915</u>		
<u>Aug.29</u>	Left Letterman GH, San Fran,Cal.	
<u>Sept.1</u>	Rep't Ft Leavenworth, Kans.	
<u>Sept. 6 & 7</u>	Temp Chief Nurse	
<u>Oct. 25</u>	Requested discharge	
<u>Nov. 10</u>	Sick report Qts.	
<u>Nov. 15</u>	To duty	
<u>Dec.12</u>	Left Ft Leavenworth, Kans.	
<u>Dec.15 to Mar.19/16</u>	Final leave 98 days	
<u>Mar.19,1916</u>	Honorably discharged from A.N.C.	
<u>1917</u>		
<u>Dec. 4</u>	Reassigned as Reserve Nurse, Tampa, Fla. Orders & Transpt.sent	
<u>Dec. 8</u>	Oath executed	
<u>Dec. 11</u>	Rep't Ellis Island, N.Y. to await transport, to France -B.H.24	
<u>1918</u>		
<u>Feb. 16</u>	Sailed to Europe with Base Hosp.# 24	
<u>June 23</u>	Left Base Hosp.#24 to proceed to Hdqts. A.E.F. for perm.station as Assistant to Chief Nurse, A.E.F.	
<u>June 23</u>	Rep't at Hdqts. S.O.S.(Tours,France)	
<u>Dec.14</u>	Appointed Asst. Director, Nursing Service, A.E.F.	
<u>1919</u>		
<u>Nov. 10</u>	Left Hdqts. Amer.Forces in France to proceed to Brest, France for return to U.S.	
<u>Nov. 15</u>	Sailed on U.S. George Washington.	
<u>Nov. 25-</u>	Rep't at Nurses'Demob.Stat.Camp Merritt, N.J. from A.E.F.	
<u>Nov. 25</u>	Relieved Asst.Direct. See pay Voucher Nov.1919	
<u>Nov. 29</u>	Rep't for duty S.G.O.	
<u>Dec.30</u>	Relieved from duty Reserve Nurse to enter ANC.	
<u>Dec.31</u>	Oath executed for A.N.C.	

1920
 Jan. 5 Promoted to grade of Chief Nurse.
 July 21 Sent to Walter Reed G.H. rep't same date-obs. treatment
 Aug. 7 To duty from sk. in Walter Reed
1923
 Mar. 12 Sick in Qts. 1 day
1925
 Sept. 24- Sick in Qts. 1 day-infected toe
1926
 Aug. 24 Sick in Qts. 1 day- cold

1935
 Nov. 1- Promoted to Captain, Asst. Supt. Army Nurse Corps.
 Nov. 1 Oath executed.

1936
 Feb. 5- Transferred to Walter Reed GH. for obs. treatment.
 Feb. 22 Returned to duty
 Nov. 30 Det. Serv. 8 days- inspection trip- Monroe, Va. Ft Bragg, NC.
 & Langley Fld. Va.
 Dec. 4- Returned to duty- due to bad weather.
1937 Jan. 16- Small pox vaccination- Result- vaccinoid.
1938
 Oct. 10- Transferred to Walter Reed GH. for obs. & treatment
 Oct. 21- Returned to Qts., carried sk in Qts. awaiting retirement.

Nena Shelton, Nurse Corps Leader, Dies

Lexington, Ky., March 21. (AP)—Miss Nena Shelton, former assistant superintendent of the Army Nurse Corps in Washington, died in a hospital here tonight.

Miss Shelton, a native of Lexington, entered the Nurse Corps after her graduation from Mercy Hospital, Kansas City, Mo., serving in numerous capacities in the United States and later in the Philippines for two years.

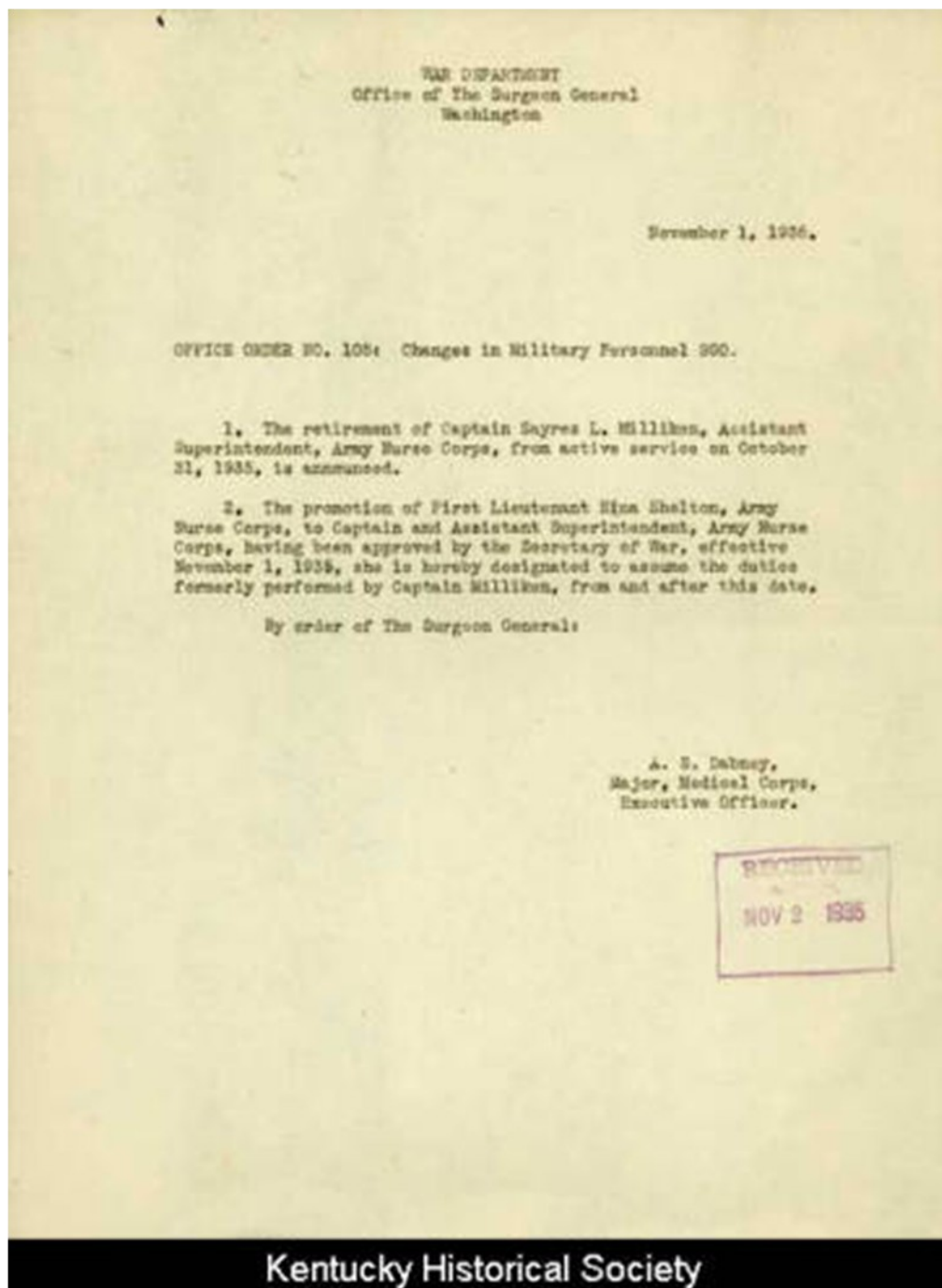
During World War I, Miss Shelton served as assistant to the director of nursing service, American Expeditionary Forces, in Paris. After the Armistice, she remained in France in charge of the demobilization of nurses.

Decorated By Pershing.

In December, 1919, she returned to Washington and was decorated by General John J. Pershing, receiving the Distinguished Service Medal for "exceptionally meritorious and distinguished services."

Miss Shelton held the office of assistant superintendent of the Army Nurse Corps, in the office of the surgeon general, until 1938, when she retired with the rank of captain.

She has made her home in Lexington since her retirement.



Chief Nurse, Ethel A. Holmes. B.H. 24.

In July 1917 I was assigned to duty as Chief Nurse of Base Hospital 24 of New Orleans. At that time the personnel of the Nurse Corps was very nearly complete. The work having been done by Mrs. A. B. Tipping. However, due to the long delay in getting off, there were many resignations and changes, which necessitated further work which kept me busy, with the assistance of a stenographer, from that date to the time of our departure from New Orleans, December 10th, 1917. The trip up to New York was most enjoyable - two Pullmans were reserved for the nurses, and enormous hampers of fruit were provided by the Red Cross.

Many of the nurses had never been North before, and many saw snow for the first time. We arrived at Washington about 7 o'clock and had an hour to wait. The nurses wished to have a walk in the snow, so we all went to see the Capitol. I was most anxious that they should see the interior but it was after closing hours, and we were being refused, when a most courteous Senator interfered in our behalf and had the interior illuminated for us, saying: "Surely nurses who are going to war for their country are welcome to see their own Capitol".

We reached Ellis Island December 13th, 1917, remained there until February 16th, 1918. It was, owing to the excessive cold, often 12 degrees below zero, a difficult experience for Southern women but they bore it with fortitude, many with cheerfulness.

On February 16th, 1918, we embarked on the S.S. "Carmania" for Liverpool, but as we were pursued by submarines after leaving Halifax and had to go south as far as Cuba, we did not reach Liverpool until March 4, 1918. Of course we did not know this at the time. Submarine activities were very great at that time in the channel and we were on the first ship permitted to cross in ten days. We embarked at Southampton on the S.S. "Wardilla", a hospital ship, which was afterwards sunk while filled with wounded, and we arrived at LeHavre March 8, 1918.

Our reception at the hotel, the meal, the bath, will never be forgotten. We had had to remain clothed in the danger zone for five days on the Atlantic wearing the life preserver. By the time we reached Limoges we had worn our clothes nine days and nights with only two opportunities of changing.

It took us two days to make the trip from LeHavre to Limoges as we did it in day coaches, we slept on the floor, like sardines in a row, seven or eight to a compartment. We messed, extremely well, from our tins, making numerous hot drinks, as we had alcohol stoves with us.

We did not enter Paris but as we passed near it on our way to Versailles, we saw the flash of the light and heard the explosions of the guns of two aeroplanes over the city.

#2.

Arriving in Limoges we began work in a hospital, which had been equipped and used by the French, and taken over by the Americans and was then operated by the Yale unit, Mobile Hospital No. 39. It was located in a Haviland china factory, the three stone buildings of which made excellent wards. In addition to these large two and three story buildings, the hospital comprised nine wooden huts.

We had no problems of messing as far as the nurses were concerned. The cooking was not always the best, but the Army provided for us liberally and in addition the New Orleans Local Chapter of the Red Cross allowed a certain sum regularly towards the nurses' mess. The dining room was a good size stone room with a large stove in it and large, long tables covered with white cotton cloths. Belgian women served us very well.

The sleeping arrangements were always something of a problem. The beds were comfortable, the bedding all that could be desired, but the lack of privacy, due to crowding so many women in large wards seriously influenced their mental condition, and in my opinion, was the cause of many disagreeable occurrences, which would otherwise not have come to pass. We remained at Limoges as Base Hospital for the duration of the war; many changes taking place in the Nurse Corps.

On January 27, 1919, we were ordered to report to LaBaule to await transportation. We had quarters in a very comfortable hotel, at this beautiful resort and the mess was very good. From there we were ordered to Brest where we remained from February 6, 1919 to February 22nd. Unfortunately our sleeping bags and carry-alls never arrived, and the lack of these comforts and necessities, added to the bad weather, the over-crowding and the lack of heat, resulted in much illness.

The nurses were depleted by a year of arduous work (no praise is too high) for the women who accomplished the work done by the Nurse Corps of Base Hospital 24 and almost all of them suffered with heavy colds or some ailment resulting from being damp and cold all the time. Many took to their cots completely dressed to get warm. There were no sheets or pillow cases and the blankets showed much use. Many cases of tuberculosis have since developed and the consensus of opinion is that we would have escaped it, had we escaped Brest.

Some attempt was made at heating, there was a stove in each barracks, but it was in such a small room that not more than ten could crowd into it, and sit around it on boxes, and buckets, and the floor, while in my small room there were five of us with barely room to get out of it between the cots; and there were many such rooms to a barracks and only the one stove.

The Red Cross had a comfortable reception room for the nurses, but the travelling nurses could only occupy it at certain hours, as it was reserved for the duty nurses.

#3.

February 22nd we embarked on the Naval Transport "Great Northern", arriving in New York March 3rd, after a rough trip and much sickness among the nurses. We were demobilized at Hotel Albert, several of our nurses being sent to the Polyclinic Hospital.

My greatest problem with the nurse corps was trying to amalgamate the graduates of 26, and later 50, schools of nursing into a homogeneous whole, the nursing body of Unit 24.

Of course, I realize that this was not a problem for all Chief Nurses as some entire Units were composed of the nurses of one hospital, or nearly so, and the spirit of unity naturally resulted.

My problems as a new member of the Army were not as many as they would have been if I had not been so fortunate as to have as a Commanding Officer a man of integrity, devoted to duty, who cooperated with me in everything that was right and just. Even then there was a bit of a fight to preserve our dignity and moral rights as a nurse body, and to prevent every Lieutenant Tom, Dick and Harry from interfering in the affairs of the Nurse Corps. For more efficiency I feel that the Chief Nurse should have a more recognized authority with the Nurse Corps - perhaps that could be secured by a greater difference in rank, then she would not have to use her authority half so often. One heard on every hand: "I'm a graduate nurse -" in most cases it should have been administered to the proclaimer:- "Remember that you are a graduate nurse". Even graduation does not make all people equal. Lieutenants and Captains in the Army were not constantly reminding the Majors that they were West Point graduates, nor in hospitals do the special nurses ever remind the Superintendent of their graduation. Also her position and rights in her department should be definitely assured and not dependent upon the caliber of the man acting as Commanding Officer.

Ethel A. Holmes.

Miss Shelton Home After 18 Months Nurse in France

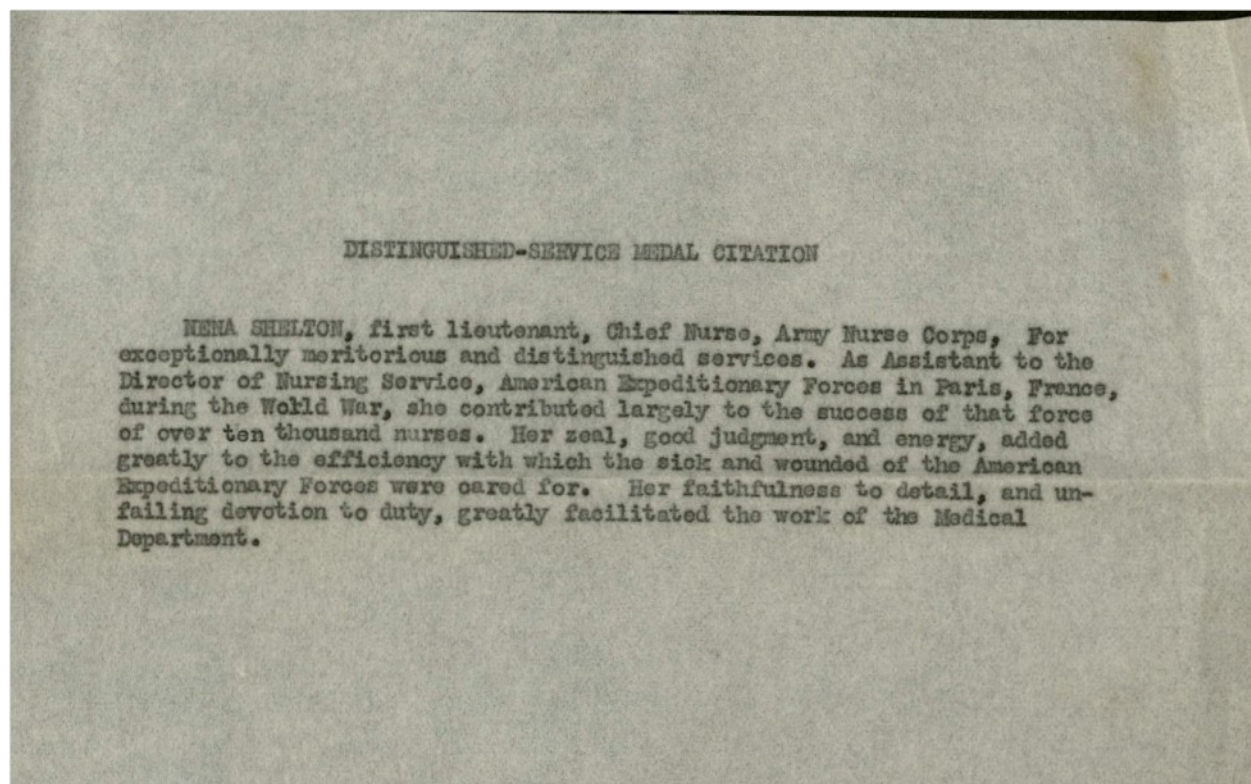
After over eighteen months spent in France and in Germany with the United States Expeditionary Forces, Miss Nena Shelton, regular United States army nurse, has arrived in Miami to spend the Christmas holidays with her parents, Mr. and Mrs. J. C. Shelton, prominent residents of Miami Route No. 1, one mile southeast of this city.

Miss Shelton arrived in the United States November 25, she returning to this country on the George Washington, the presidential ship which was used to take President Wilson and members of the peace party to and from France. Miss Shelton, upon her return to this country, was ordered to Washington where she is assigned to duty in the surgeon general's office. She will return to Washington next Sunday.

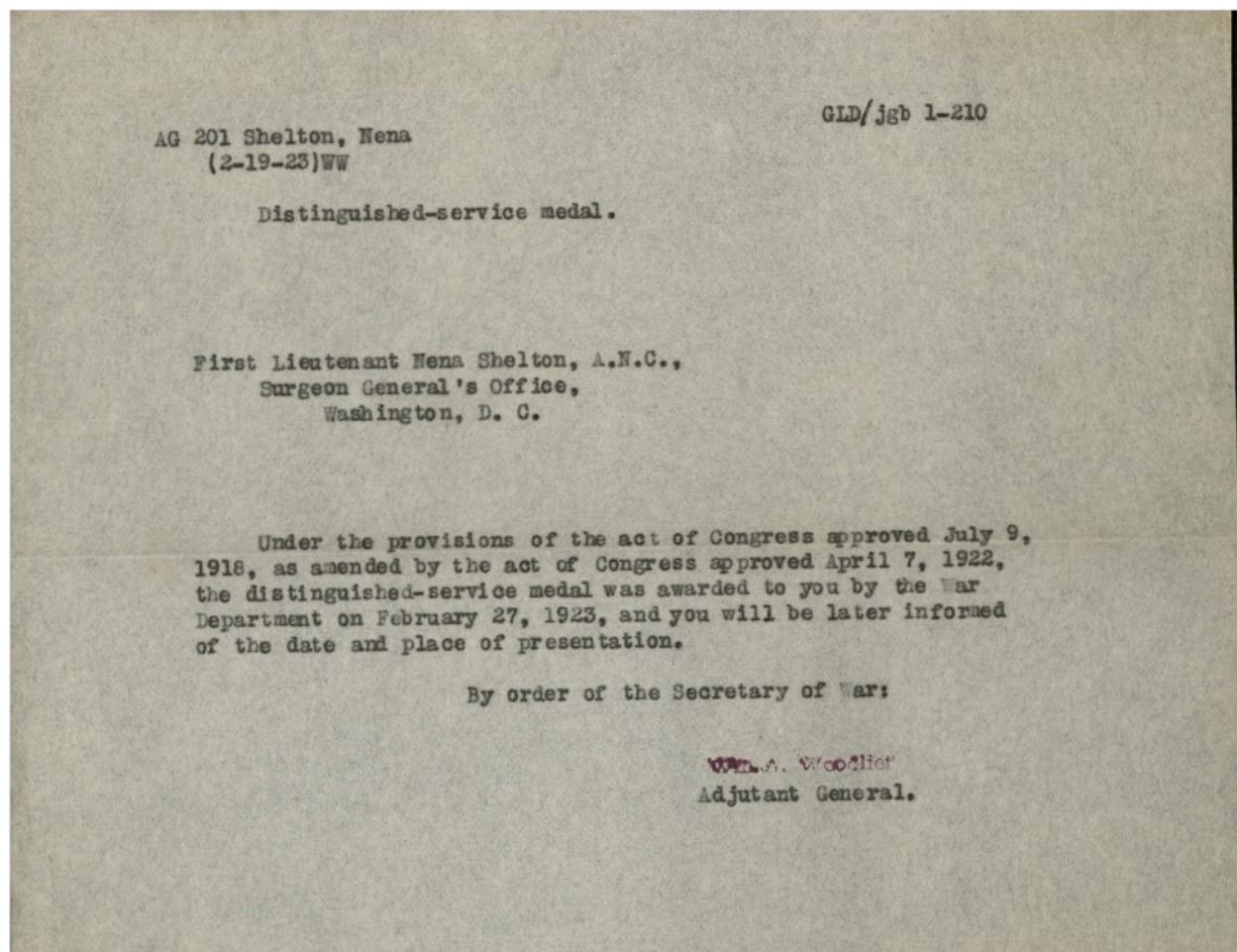
Miss Shelton is one of the few army and Red Cross nurses who had the opportunity of serving long time assignments in France. She first enlisted as an army nurse over eight years ago and since joining the service she had been assigned to army hospital work in the Philippines and other United States possessions.

Miss Shelton was one of 1,061 army nurses who accompanied the American fighting legions to France and were with the units of the American army of occupation in Germany. The greater part of Miss Shelton's stay in France was at army medical headquarters at Tours, France. There were located large American base hospitals. The Ottawa county war nurse was also given an opportunity to visit Germany, Belgium, England and Italy, going to these places whenever granted leaves.

Miss Shelton is very enthusiastic about her work and she has many interesting narratives to relate concerning her many experiences while serving during the war. When she first went overseas she was attached to Base Hospital No. 24, a New Orleans unit. She served with this unit about three months when she was advanced to another assignment.



Primary Source 14



Student Name:

Document Name:

Historical Thinking Skills	Questions	Student Answers
Sourcing (before reading)		
Contextualization		
Close Reading		
Corroboration		

Reading like a Historian

- Sourcing
- Contextualizing
- Close Reading
- Corroborating

Sourcing questions:

When was the document written/produced?
Who produced the document?
What is the author's point of view?
Is the source believable?

Contextualization questions:

What else was going on when the document was produced?
What was it like to be alive at this time?
What things were different? What things were the same?

Close reading questions:

What claims does the author make?
What evidence does the author use to support those claims?
How does this document make me feel?
What words or phrases does the author use to convince me he/she is right?
What information does the author leave out?

Corroboration questions:

What do other pieces of evidence say?
Am I finding different versions of the story? Why or why not?
What pieces of evidence are most believable?